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ABSTRACT

This report describes the second phase in the development of the University of Washington Teacher Assessment System designed to produce a new system for the evaluation of student teachers. The development of the new system took place in several phases. Phase one, a literature search as a data source for the development of a teacher assessment system and the identification of 199 evaluation criteria, is briefly described. Phase two focused on a study to establish validity for the components contained in the system, and occurred in two parts: (1) a national validation study of skills and indicators contained in each of the three components (planning skills, instructional component skills, and professional responsibilities skills) that comprise the system; and (2) a local validation of descriptors which more precisely define the indicators contained in the system. Subsequent phases will focus on piloting and field testing procedures and will be described in a later report. An appendix presents a revised set of components to be piloted and field-tested. (PN)

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NATIONAL AND LOCAL VALIDATION OF A TEACHER ASSESSMENT SYSTEM AT THE UNIVERSITY OF WASHINGTON

TEACHER EDUCATION RESEARCH CENTER

Research Report No. 85-2

UNIVERSITY OF WASHINGTON
College of Education
July 1985

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NATIONAL AND LOCAL VALIDATION OF A TEACHER ASSESSMENT SYSTEM AT THE UNIVERSITY OF WASHINGTON

ABSTRACT

This report describes the validation procedures undertaken in the development of the University of Washington Teacher Assessment System. These procedures included a national validation study of the skills and indicators contained in the assessment system, followed by a local validation of descriptors developed to more precisely define the indicators. The final product of the validation procedures-- a revised set of skills, indicators, and descriptors-- is presented.

NATIONAL AND LOCAL VALIDATION OF A TEACHER ASSESSMENT SYSTEM AT THE UNIVERSITY OF WASHINGTON

This report describes the second phase in the development of the University of Washington Teacher Assessment System (UWTAS) designed to produce a new system for the evaluation of student teachers at the University of Washington. The need for a new system stemmed from recent developments in teacher education, which include changes in certification standards, availability of computer technology, and a growing emphasis on research. The need to relate the evaluation of student teachers with program outcomes, and in particular the need to identify evaluation criteria which would provide sufficient variance for the determination of more effective and less effective student teachers, also motivated the development of the new system.

The development of the new system took place in several phases. Phase one is discussed in an earlier report. Phase two focuses on a study to establish validity for the components contained in the system, and occurs in two parts. The first part consists of a national validation study of skills and indicators. The second part consists of a local validation of descriptors which more precisely define the indicators contained in the system. Subsequent phases will focus on piloting and field testing procedures and will be described in a later report. In this report, phase one is briefly described, followed by information about each of the the validation procedures and their results. A revised set of components to be piloted and field-tested is presented in the appendix to the report.

PHASE ONE:

A Literature Search as a Data Source for the Development of a Teacher Assessment System and the Identification of One Hundred Ninety-Nine Evaluation Criteria

This phase of the research project was designed to identify effective evaluation criteria. A literature search was conducted, providing data for the development of a conceptual framework and yielding 199 evaluation criteria with established validity. In order to identify a system for organizing the 199 evaluation criteria, four model assessment systems identifed in the literature were targeted for further examination. These systems had been developed at the University of Georgia, the University of South Carolina, Bowling Green State University, and the University of Toledo.

Because 199 indicators were too many to include in a system to assess teacher effectiveness, a procedure was developed to systematically reduce the number of indicators to a more manageable number. This procedure involved grouping together similar indicators and either selecting, rewriting, or creating an indicator which best expressed that aspect of teacher

effectiveness addressed in the collection of indicators.

The remaining indicators were then grouped into skill categories, using categories similar to those developed by the University of Georgia as their assessment system had the strongest research base and was most appropriate for our needs.

To be sure that all important aspects of teacher effectiveness were included, generic standards from a variety of teacher education documents were examined. These documents included a State of Washington document describing 1978 Standards for Certification and an NCATE document describing standards for addressing cultural-economic differences and exceptionality. All important aspects of teacher effectiveness were represented. The final product was the University of Washington Teacher Assessment System (UWTAS) consisting of a Planning Component, an Instructional Component, and a Professional Responsibilities Component organized around 13 skills and 47 indicators.

PHASE TWO: Part 1

National Validation of Skills and Indicators

Purpose

A research project was undertaken to validate the skills and indicators contained in each of the three components making up the proposed assessment system. The purpose of the project was to obtain information about the importance of each skill and indicator and the relationship between each indicator and the skill with which it was placed. Written editorial comments about each of the items were also solicited.

Procedures

A validation instrument was developed which contained each of the skills and indicators, followed by two 5-point scales. Scale #1 pertained to the importance of each skill and indicator, which could be rated from low (1) to high (5). A blank space could be marked if the skill or indicator should not be included as an item. Scale #2 pertained to the strength of the relationship between each indicator and the skill with which it was placed, which could be rated from low (1) to high (5). A blank space could be marked if the indicator bore no relation to the skill with which it was placed. A copy of the validation instrument is contained in the appendix to this report.

A descriptive brochure was developed which explained each of the skills and indicators in greater detail. This brochure accompanied the validation instrument. A copy of the descriptive brochure is also contained in the appendix to this report.

Participants in the validation study included educational experts across the nation. Fourteen categories of experts were selected: (1) National Association of Supervisors and Deans of Teacher Education Colleges, (2) Washington Council of Directors and Deans of Education, (3) Advisors, Research Assistants, and Teaching Assistants, (4) University Supervisors and Field Coordinators, (5) Current principals, (6) Current Supervising Teachers, (7) University of Washington College of Education Faculty, (8) Past Supervising Teachers, (9) Washington Education

Association/National Education Association presidents, (10) Office of the Superintendent of Public Instruction, (11) Program Unit Executive Board for the College of Education, University of Washington, (12) Out-of-state authorities, and (13) Important people in the College of Education. Individuals within each of the categories were then selected and sent a copy of the validation instrument and the accompanying descriptive brochure. A total of 631 educational experts was contacted, with 358 completing and returning the validation instrument. For information about the number of educational experts contacted by category, and the number of reponses by category, see Table I.

TABLE I: PARTICIPANTS IN NATIONAL VALIDATION STUDY

GROUP	n = 631 # of Names	n = 358 # of returns
Past Field Associates	22	8
NASDTEC	53	37
Important People	3	3
WCDDE	29	14
WEA/NEA Presidents	10	1
Advisers/ C&I RA/TA's	17	10
University Supervisors/ AFC's	22	17

GROUP		
OSPI	7	2
Current Principals	130	45
PUEB	9	7
Current FAT's	286	162
Faculty	34	22
Out-of-State Authorities	9	7
Misc. (anonymous/ couldn't read sig./ not on list)		23

Results

Responses to each of the skills and indicators on ratings of importance and ratings of relationship of indicator to skill were analyzed by overall response and by group of educational expert to find frequency data, mean ratings, and standard deviations for each item. Ratings of skills and indicators on both measures were generally positive. Because of the large amount of data produced in the analysis, only items on which ratings differed from this general pattern will be discussed. Complete results from the analysis are contained in the appendix.

Ratings of Importance. Overall mean ratings of importance for the skills ranged from 4.6 to 4.9. As can be seen in Table

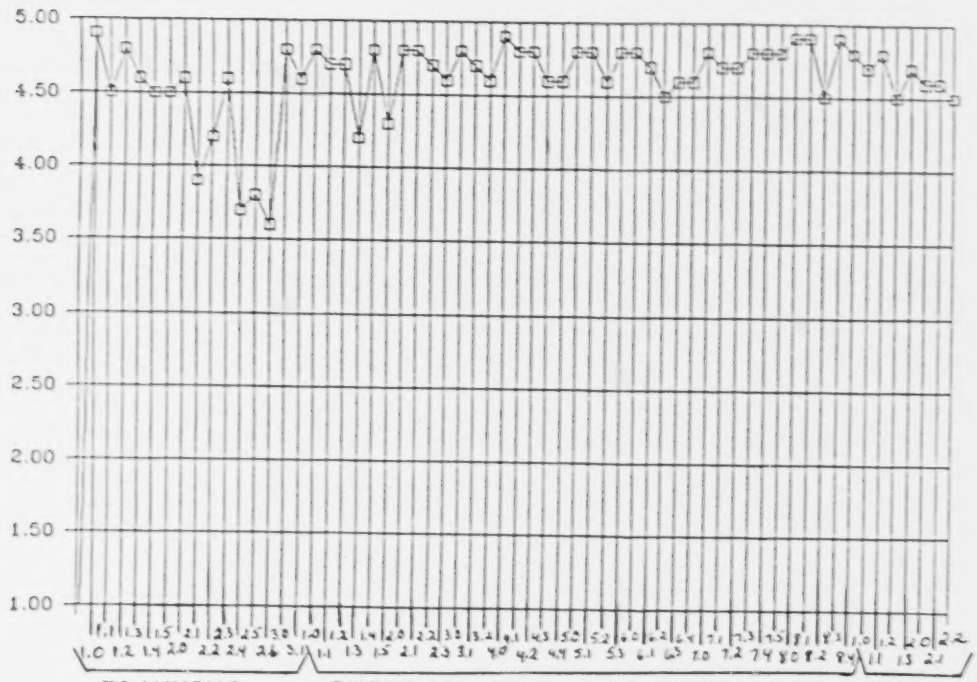
II, only two skills showed mean ratings which deviated from the generally very positive trend.

TABLE II: OVERALL MEAN RATINGS OF IMPORTANCE OF SKILLS

These were Planning Skill 2.0 PLANS INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS and Professional Responsibilities Skill 2.0 ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT. Overall mean ratings of importance for the indicators were also very positive as can be seen in Table III, with the exception of those indicators in the Planning Skill 2.0 mentioned above.

TABLE III: OVERALL MEAN RATINGS OF IMPORTANCE

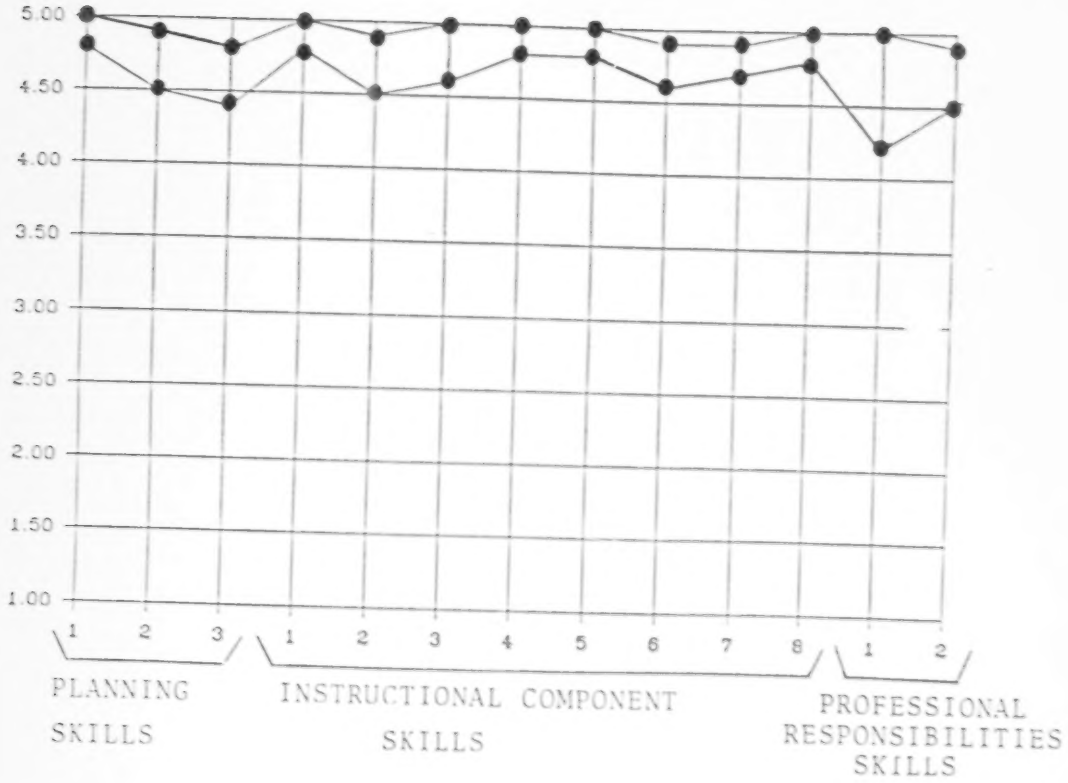
OF SKILLS AND ASSOCIATED INDICATORS



All of these indicators addressed planning instruction to take into account emotional differences, differing interests, physical and social developmental differences, socioethnic differences, and handicapping conditions of learners. Those indicators within the Professional Responsibilities Skill 2.0 mentioned earlier received overall mean ratings generally equal to that of the skill itself. These indicators addressed sharing and seeking professional materials and ideas, and particpating in professional growth activities.

In several other instances, isolated indicators received atypical overall mean ratings of importance. These indicators addressed providing a learning environment that is attractive and orderly, promoting comfortable interpersonal relationships, and following policies and procedures of the school district. In the by-group analysis, there was substantial consensus on the mean ratings of importance for each skill, as can be seen in Table IV.

TABLE IV: RANGE OF GROUP MEAN RATINGS OF SKILL IMPORTANCE

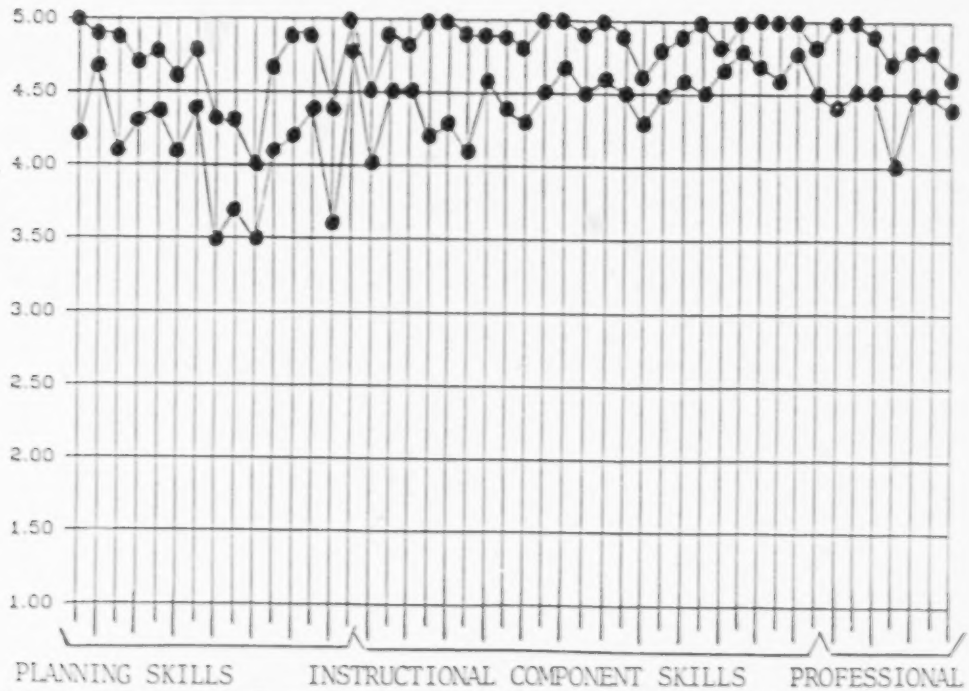


The greatest amounts of group difference were found for Planning Skill 2.0: PLANS INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES, Planning Skill 3.0: REVISES INSTRUCTIONAL PLANS AS NEEDED, Instructional Skill 2.0: USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES, Intructional Skill 3.0: DEMONSTRATES KNOWLEDGE AND CONFIDENCE WHEN TEACHING, and Professional Responsibilities Skill 1.0: COMPLIES WITH PROFESSIONAL STANDARDS.

For Planning Skill 2.0, lowest mean ratings of importance came from WCDDE and supervising teachers, and highest from NASDTEC and the University of Washington faculty. For Planning Skill 3.0, lowest mean ratings of importance came from WCDDE while the highest came from University of Washington advisors, teaching and research assistants, supervisors and coordinators, cooperating teachers, and faculty. For Instructional Skill 2.0, lowest mean ratings of importance came from WCDDE, while the highest came from university supervisors. For Instructional Skill 3.0, the lowest mean rating came from WCDDE, the highest from university supervisors. Finally, Professional

Responsibilities Skill 1.0 showed the greatest group differences, with the lowest mean rating of importance coming from WCDDE, and the highest coming from university supervisors. Generally, by-group mean ratings of importance for indicators were similar to those for skills as described above, as can be seen in Table V.

TABLE V: RANGE OF GROUP MEAN RATINGS OF INDICATOR IMPORTANCE



Greatest amounts of group differences were found on the indicators within Planning Skills 2.0 and 3.0, Instructional Skills 2.0 and 3.0, and Professional Responsibilities Skill 1.0, although one additional indicator within Instructional 1.0 also produced a great deal of group difference in mean ratings.

Within Planning Skill 2.0, greatest differences were found for indicators addressing planning instruction to take into account differing interests, socioethnic differences, and physical and social developmental differences among learners. Lowest mean ratings of importance came from principals, cooperating teachers, and NASDTEC, while highest mean ratings of imporatance came from university advisors, teaching assistants, research assistants, supervisors, and faculty.

Within Planning Skill 3.0, which contains only one indicator, lowest mean ratings of importance came from NASDTEC while highest came from university supervisors and cooperating teachers.

Within the indicators for Instructional Skill 2.0, only the indicator addressing the ability to conduct lessons using a variety of teaching methods and techniques revealed unusually large differences in mean ratings among groups. Whereas university advisors, teaching assistants, and research assistants gave this indicator a lower mean rating of importance, university

supervisors gave a higher mean rating.

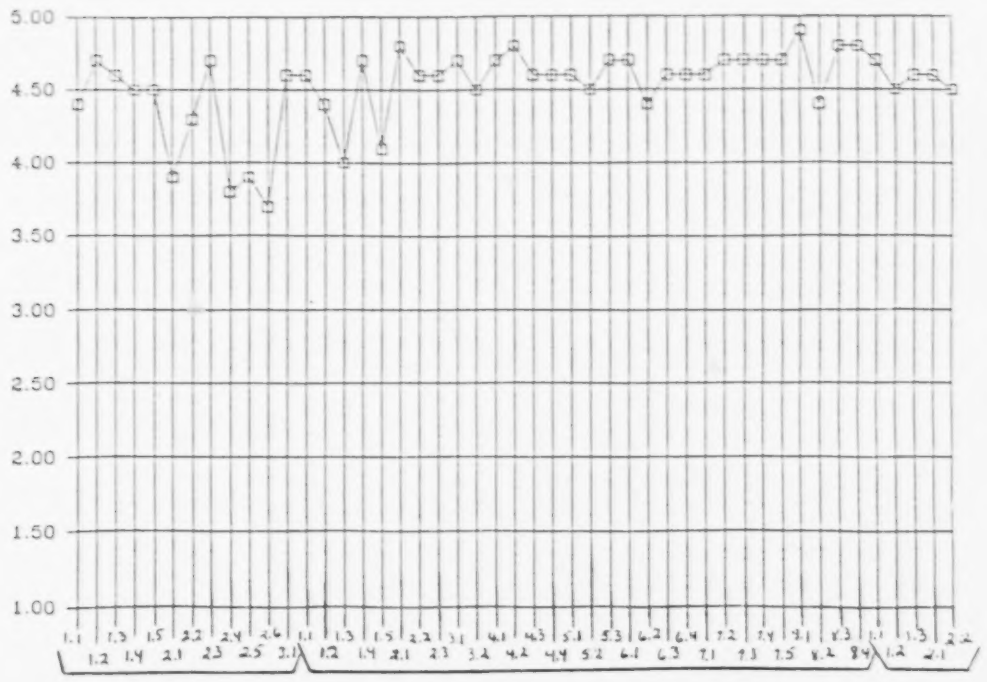
Indicators for Instructional Skill 3.0 all showed unusually large differences among groups. The indicator addressing conveying the impression of knowing what to do and how to do it received lowest mean ratings of importance from WCDDE and highest mean ratings from university advisors, teaching assistants, and research assistants. The indicator addressing knowledge in the subject area received lower mean ratings of importance from WCDDE and higher mean ratings from university supervisors.

Within Professional Responsibilities Skill 1.0, only one indicator, which addressed following policies and procedures of the school district, showed large group differences in mean ratings. This indicator received a lower mean rating of importance from WCDDE and a higher mean rating from principals and NASDTEC.

One indicator, from Instructional Skill 1.0, showed large group differences in ratings of importance even though there was agreement on the rating of the skill itself. For the indicator addressing implementing learning activities in a logical sequence, lower mean ratings came from WCDDE and higher mean ratings came from university advisors, teaching assistants, and research assistants.

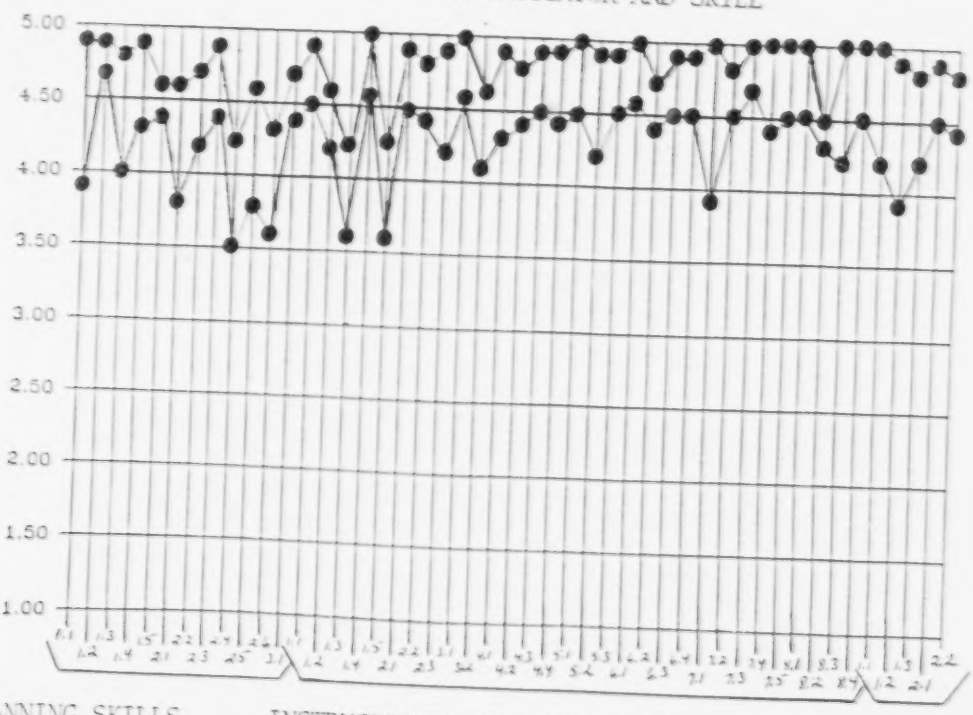
Ratings of Relationship of Indicator to Skill. Overall mean ratings of the relationship between each indicator and the skill with which it is associated were generally positive, as can be seen by Table VI.

TABLE VI: OVERALL MEAN RATINGS OF STRENGTH OF RELATIONSHIP BETWEEN INDICATOR AND SKILL



Only those indicators within Planning Skill 2.0:PLANS INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES, addressing planning instruction to take into account emotional differences, differing interests, physical and social developmental differences, socioethnic differences, and handicapping conditions among learners, received overall mean ratings which deviated from this general pattern. Several indicators within the Instructional Skill 1.0: ORGANIZES INSTRUCTION EFFECTIVELY, addressing attending to routine tasks and providing an environment that is attractive and orderly, also received atypical overall mean ratings. In the by-group analysis, there was also a great deal of consensus on the strong relationship between each indicator and the skill with which it is associated, as each indicator received high mean ratings from each group, as can be seen by Table VII.

TABLE VII: BY-GROUP MEAN RATINGS OF RANGE AND STRENGTH OF RELATIONSHIP BETWEEN INDICATOR AND SKILL



The only exceptions were those indicators within Planning Skill 2.0 mentioned earlier. The greatest differences were found for indicators addressing planning for socioethnic, physical, and social developmental differences among learners, with lower mean ratings coming from NASDTEC, principals, and cooperating teachers, and higher mean ratings coming from WCDDE, university advisers, teaching assistants, research assistants, supervisors, and faculty.

Several indicators within Instructional Skill 1.0 also showed some differences in mean ratings by group. For those

indicators addressing attending to routine tasks and providing a learning environment that is attractive and orderly, lowest mean ratings came from faculty and WCDDE, while highest mean ratings came from cooperating teachers.

Discussion

Because of the overall positive response to each of the skills and indicators on scales #1 and #2 of the validation instrument, only minor changes were made in the UWTAS. Those changes focused primarily on the Planning Skill 2.0: PLANS INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS and PCL Skill 3.0: REVISES INSTRUCTIONAL PLANS AS NEEDED. In addition to these changes, minor changes were made in the language of the skills and indicators in order to enhance clarity. Finally, the skills in the document were renumbered so that the skills in the Planning, Instructional, and Professional Responsibilities were numbered consecutively.

Within Planning Skill 2.0, the indicators relating to planning for individual differences were removed but were rewritten to be included within the skills addressing classroom instruction. The Planning Skill 2.0 was then changed to an indicator and placed with Planning Skill 1.0, becoming Indicator 1.6. Further revisions were made in this area by removing Planning Skill 3.0 which only contained one indicator, changing it to an indicator, and placing it with Planning 1.0 to become Indicator 1.7. Indicator 3.1 was removed.

Few changes were made within the Instructional, except to combine Indicator 2.1 and Indicator 2.3 which both addressed using appropriate teaching strategies.

A new indicator was added to the Professional Responsibilities Component to become Indicator 2.3: SEEKS TO IMPROVE TEACHING COMPETENCE BY ACCEPTING SUGGESTIONS FOR IMPROVEMENT AND ACTING UPON THEM AS APPROPRIATE.

The entire document was then renumbered from Skill 1.0 to Skill 11.0.

PHASE TWO: Part 2

Validation of Descriptors

Purpose

Once the major structure of the UWTAS had been established using a national sample to validate skills and indicators, and once the indicators had been more completely described by four statements for each indicator, a research project was undertaken to obtain information about (1) how well the descriptors accurately and completely described the specified indicators, (2) how each of the descriptors should most effectively be assessed, (3) how each descriptor should be sequenced, (4) whether the descriptor behaviors would always be present for assessment, and (5) whether any descriptors should be considered essential, so that no credit be given for other descriptors in the same category unless that descriptor is present.

Procedures

A local population was selected to validate the descriptors that had been developed to describe each of the indicators. The use of a smaller validation population was prompted by the availability of experts at the local level. Thus, in the interests of economy of time and costs, 12 participants were selected on the basis of their knowledge and experience with the teacher education program. They included 4 supervising teachers, 6 field supervisors, and 2 administrative field coordinators, all of whom had participated in the earlier national validation study of UWTAS skills and indicators. All agreed to participate.

A descriptor validation instrument was developed which contained all the skills, indicators, and descriptors. Blank spaces were provided so descriptors could be rewritten or new descriptors could be added.

Four columns were provided for responses to the questions identified above: 1) In the first column, whether each descriptor in the Planning should be assessed in a written or discussion format; 2) In the second column whether the descriptor should be numbered 1, 2, 3, or 4; 3) In the third column, whether or not each descriptor in the Instructional Component should be observable or assessable every visit; 4) And in the fourth column, a check marking those descriptors considered essential -- having to be present in order to assess the other descriptors with that indicator. A copy of the descriptor validation instrument is contained in the appendix to this report.

Results

Editorial comments and suggested changes in the descriptors were read and discussed. The responses for each item are included in the appendix to this report.

For all but one descriptor, there was at least 75% agreement that 12 descriptors in the Planning should be assessed in a written format and 15 in a discussion format. For the descriptor 1.6d, pertaining to plans for remediation and enrichment, there was 66% agreement that it should be assessed in a written format.

When changes in the order of descriptors were proposed, there was rarely a consensus on what that new order should be. However, for 6 indicators there were at least two of the same suggestions for an order which differed from the order given.

For the question of "every visit?", there was at least 75% agreement that 89 descriptors in the Instructional Component described behaviors that should be present for assessment at every visit, while 23 descriptors in the Instructional Component described behaviors that would not always be present.

For the question of "essential?", there was at least 75% agreement that 17 descriptors should be identified as essential. However, there did seem to be some confusion over the definition of essential, and occasionally a descriptor was marked as being essential when it clearly was not meant to be.

Discussion

A final document was then prepared, containing the revised descriptors and reflecting the data collected. Substantial

changes were made in the descriptors for several indicators: Indicator 4.2 which pertained to classroom presence, Indicator 5.4 which pertained to verbal and non-verbal communication, Indicator 6.2 which pertained to learner involvement, and Indicator 9.1 which pertained to expectations conducive to learning. Also, highly subjective terms such as "appropriate" were eliminated from descriptors when possible. Finally, several descriptors were shortened by eliminating parenthetical examples of the behaviors described, and those in the passive voice were changed to the active voice for the sake of grammatical consistency.

In addition to these changes, the order of several indicators was changed: Indicator 5.4 with Indicator 5.3, and Indicator 11.2 with Indicator 11.1. Two new indicators were created: Indicator 8.4 which addressed learners with special talents, and Indicator 11.3 which addressed professional self-development. New descriptors were created for these new indicators.

Descriptors in the Planning were labeled as to whether they would be assessed in a written or discussion format. Those descriptors which were designated "every visit" were coded with an upper case letter to distinguish them from those not always present for assessment. Not all the indicators designated essential were so coded. Rather, through discussion, only 8 descriptors were coded as essential.

The final result of the descriptor validation study was a new draft of the UWTAS, reflecting the changes which grew out of the data collected, and ready for pilot testing. A copy of this document is included in the appendix to this report.

APPENDIX

UNIVERSITY OF WASHINGTON
College of Education

UNIVERSITY OF WASHINGTON TEACHER ASSESSMENT SYSTEM (UWTAS)
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PLANNING COMPONENT INSTRUMENT

SKILL 1.0: PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES

INDICATOR 1.1: **Specifies long range goals for subject area**

A. Long-range goals are stated

B. Rationale for long-range goals can be provided

C. Specifies objectives which match the long-range goals

D. Specifies a time frame for achieving each of the identified goals

INDICATOR 1.2: **Specifies appropriate objectives for learners**

A. Objectives are stated as performance outcomes

B. Rationale for objectives can be provided

C. All objectives that are essential to the topic are included

D. All objectives are suitable for the learners

INDICATOR 1.3: **Specifies relevant subject matter content to achieve each objective**

A. Subject matter content matches each objective

B. Subject matter content is suitable for learners

C. Rationale for the selection of subject matter content can be provided

D. Subject matter content is accurate and up-to-date

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INDICATOR 1.4: **Specifies instructional strategies and resources to achieve each objective**

A. Instructional strategies and resources to achieve each objective are stated

B. Rationale for selection of instructional strategies and resources can be provided

C. Instructional strategies and resources match objectives

D. Instructional strategies and resources are suitable for the learners

INDICATOR 1.5: **Specifies assessment procedures to measure the achievement of each objective**

A. Assessment procedures are stated and match each objective

B. More than one method of assessment is identified

C. Assessment procedures address more than one cognitive level

D. Rationale for selection of assessment procedures can be provided

INDICATOR 1.6: **Plans instruction to take into account individual differences among learners**

A. Plans instructional experiences at multiple levels, from concrete to abstract

B. Plans instruction to incorporate multisensory approaches to learning

C. Plans for students working individually and cooperatively

D. Specifies plans for remediation and enrichment

INDICATOR 1.7: **Revises instructional plans as needed**

A. Strategies for monitoring the effectiveness of instruction can be provided

B. Feedback from peers, faculty, students, or supervisors on the effectiveness of instruction can be provided

c. Revised plans based on information about the effectiveness of instruction can be provided

d. Rationale for revisions can be provided

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INSTRUCTIONAL COMPONENT INSTRUMENT

SKILL 2.0: ORGANIZES INSTRUCTION EFFECTIVELY

INDICATOR 2.1: **Implements learning activities in a logical sequence**

A. Introduction to lesson engages students' attention

B. Lesson expectations are clear

C. Learning activities are sequenced to provide a logical development of lesson content

D. Lesson is closed consistent with the purpose of the lesson

INDICATOR 2.2: **Demonstrates ability to provide individual, small group, and total class instruction**

A. Group size for instruction matches the objective

B. Teacher's role is suitable for group size

c. Transitions from one group size to another are smooth.

d. Varied group sizes are used with suitably matched objectives

INDICATOR 2.3: **Attends to routine tasks**

A. Necessary materials and equipment are on hand

B. Routine tasks are handled efficiently

c. Procedural directions necessary to implement the instructional plans are clear and complete

d. Classroom efficiency is enhanced by delegating routine tasks

INDICATOR 2.4: **Uses instructional time efficiently**

A. Instructional activities begin promptly

B. Lesson transitions are made smoothly

C. There are no meaningless digressions

D. Instruction continues until the end of the time period

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INDICATOR 2.5: Provides a learning environment that is safe, attractive, and orderly

A. The physical setting of the classroom provides a comfortable learning environment for all students

B. The learning activities are compatible with the physical learning environment

C. Bulletin boards or displays create a pleasant atmosphere and serve an educational purpose

D. Materials are arranged and used in a safe and orderly manner

SKILL 3.0: USES INSTRUCTIONAL STRATEGIES AND RESOURCES RELATED TO THE OBJECTIVES

INDICATOR 3.1: Uses a variety of instructional strategies appropriate for objectives, learners, and environment

A. Instructional strategies match the instructional objectives

B. Instructional strategies are suitable for the learner

C. Instructional strategies match the environment

D. Two or more strategies are used effectively

INDICATOR 3.2: Uses instructional resources that provide learners with appropriate learning experiences

A. Instructional resources match the objectives and instructional strategies

B. Instructional resources match the learners, including handicapped, gifted, and members of all cultural groups

C. Instructional resources are skillfully used in the lesson

D. Learners are provided with equal opportunity to use instructional resources

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SKILL 4.0: DEMONSTRATES CONFIDENCE WHEN TEACHING

INDICATOR 4.1: Demonstrates command of subject areas taught

A. Information presented from planned lessons is accurate

b. Comments during discussion and responses to student questions are accurate

c. Examples illustrate the content of the lesson

D. Content is presented at more than one level of the cognitive domain

INDICATOR 4.2: Conveys the impression of knowing what to do and how to do it

A. Demonstrates classroom presence

b. Does not become defensive in the face of confrontational events

c. Retains poise in the face of unexpected events

d. Is able to accommodate alternative viewpoints

SKILL 5.0: COMMUNICATES WITH LEARNERS

INDICATOR 5.1: Uses acceptable written and oral expression with learners

a. Writing intended for learners is legible and correct in terms of spelling and punctuation

b. Language usage in writing and speech is correct

C. Enunciation makes speech easy to understand.

D. Delivery is suitable for the situation.

INDICATOR 5.2: Gives clear directions and explanations related to lesson content

A. Communication is precise with vocabulary that is suitable for learners

B. Demonstrations or examples are used to illustrate ideas

C. Major points and potential areas of difficulty are emphasized

d. Clarifies directions and explanations when learners misunderstand

INDICATOR 5.3: Comprehends verbal and nonverbal communications

A. Demonstrates an understanding of the tone of the classroom and the dynamics of student interaction

B. Recognizes verbal cues which indicate attentive and inattentive learner behavior

C. Recognizes nonverbal cues which indicate attentive and inattentive learner behavior

d. Is sensitive to different styles of communication

INDICATOR 5.4: Uses questioning techniques to facilitate learning

A. States questions clearly

B. Asks questions on a variety of cognitive levels.

C. Asks questions from the affective domain

D. Allows time for students to think

SKILL 6.0: REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION

INDICATOR 6.1: Encourages learner interest

A. Purpose and importance of topics and activities are stated

B. Techniques and activities which motivate interest are used

c. Lesson capitalizes on backgrounds and interests of learners

D. Assignments are challenging and achievable

INDICATOR 6.2: Provides an environment in which pupils are involved, working, and on task

A. Encourages involvement of all learners.

b. Learner contributions, including questions, are encouraged from all students

c. Effectively reinforces learners who are on task

d. Effectively redirects learners who are off task

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SKILL 7.0: EXHIBITS APPROPRIATE INTERPERSONAL BEHAVIOR

INDICATOR 7.1: Communicates personal enthusiasm

A. Enthusiasm is communicated through eye contact or facial expressions

B. Enthusiasm is communicated through voice inflections stressing points of interest and importance

C. Enthusiasm is communicated through energetic posture

D. Enthusiasm is communicated through gestures

INDICATOR 7.2: Demonstrates warmth, friendliness, and a sense of humor

A. Eye contact and a pleasant tone of voice accompany verbal interaction.

B. Learner names are used in a warm and friendly way

C. Warmth and friendliness are communicated by smiling, laughing, or demonstrating a sense of humor

D. Warmth and friendliness are communicated through physical proximity to students

INDICATOR 7.3: Demonstrates patience, empathy, and understanding

A. Language is free of ridicule and derogatory references

B. Learners are treated courteously

c. Demonstrates patience when students have difficulty learning

d. Demonstrates willingness to listen when students have concerns

INDICATOR 7.4: Demonstrates feeling for the dignity and worth of learners from all ethnic, cultural, linguistic, sex, and economic groups

A. Provides a model for supportive interpersonal relationships with learners from all ethnic, cultural, linguistic, sex, and economic groups

B. Provides a supportive environment for students from all ethnic, cultural, linguistic, sex, and economic groups

C. Provides instruction which encourages the participation of learners from all ethnic, cultural, linguistic, sex, and economic groups

d. Promotes the development of a positive self-concept in learners from all ethnic, cultural, linguistic, sex, and economic groups

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INDICATOR 7.5: Demonstrates feeling for the dignity and worth of learners with handicapping conditions

a. Promotes the development of a positive self-concept in handicapped learners

b. Provides a model for supportive interpersonal relationships with handicapped learners

c. Provides handicapped learners with a supportive environment

d. Provides instruction which recognizes the contributions of handicapped persons.

INDICATOR 7.6: Demonstrates feeling for the dignity and worth of learners with special talents

a. Promotes the development of a healthy self-concept in learners with special talents

b. Provides a model for supportive interpersonal relationships with specially talented learners

c. Provides a supportive environment for learners with special talents

d. Provides instruction which recognizes the contributions of people with special talents

SKILL 8.0: USES APPROPRIATE EVALUATION PROCEDURES

INDICATOR 8.1: Uses appropriate evaluation materials or procedures to obtain information about learner progress

A. Observes and monitors progress of all learners

B. Assesses student understanding by posing key questions

c. Learner attitudes toward the topic or the instruction are assessed on an informal or formal basis

d. Uses information about the needs and progress of learners to revise instruction during the lesson

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INDICATOR 8.2: Provides learners with information about needs and progress during instruction

A. Expectations about learner performance are clear

b. Feedback is provided to learners about their progress

c. Suggestions for improving performance are provided to learners who need it

d. Responses of students to suggestions for improvement are monitored by the teacher

SKILL 9.0: USES APPROPRIATE PREVENTIVE MEASURES AND/OR CORRECTIVE CLASSROOM MANAGEMENT PROCEDURES

INDICATOR 9.1: Promotes positive interpersonal relationships

A. Interacts politely with learners

B. Courteous behaviors among learners exist.

c. Encourages learners to work cooperatively

d. Personal differences are treated in a positive manner

INDICATOR 9.2: Maintains appropriate classroom behavior

A. Expectations about behavior conducive to learning are established or clarified

B. Behavior of the entire class is monitored

C. Reinforces classroom behavior conducive to learning

d. Recognizes potential behavior problems and intervenes before they occur

INDICATOR 9.3: Manages disruptive behavior among learners

a. Disruptive learners are identified

b. Disruptive learners are dealt with in a fair and just manner

c. Manages disruptive behavior with a minimum of interference to instruction

d. Overlooks inconsequential behavior

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PROFESSIONAL RESPONSIBILITIES INSTRUMENT

SKILL 10.0: MAINTAINS PROFESSIONAL STANDARDS

INDICATOR 10.1: Demonstrates ethical and professional behavior

A. Respects the rights of others to express their opinions on educational issues

b. Uses proper channels to report infractions of laws, rules, injustices, or other disturbances

C. Complies with legal standards for personal conduct in public

D. Complies with written laws and policies regarding confidentiality in handling personal information about all individuals

INDICATOR 10.2: Upholds policies and procedures of the school district

A. Complies with conditions stated for teaching assignment

B. Directs the conduct of students in accord with school policy

C. Follows school's policies for staff conduct

D. Maintains records and prepares official reports as required

INDICATOR 10.3: Cooperates with peers, faculty, supervisors, administrators, parents/guardians, and community members

A. Cooperates with peers, faculty, and supervisors in planning instructional activities

B. Cooperates with the school's administration to implement policies and regulations for which the school is responsible

C. Cooperates with parents/guardians, special professional personnel, and non-professional personnel in attaining the school's objectives

d. Cooperates with community members in carrying out school or school-community sponsored functions

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SKILL 11.0: ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT

INDICATOR 11.1: Solicits suggestions for improvement of teaching competence and acts upon them.

A. Solicits suggestions from students for the improvement of teaching

B. Solicits suggestions from peers, faculty, and supervisors for the improvement of teaching

C. Monitors improvement of teaching competence through systematic self-evaluation

D. Rationale for accepting or rejecting suggestions for improvement can be provided

INDICATOR 11.2: Participates in professional growth activities

A. Seeks and uses ideas from professional journals, books, films, television, print and electronic sources

b. Participates in professional development activities sponsored by the school, district, professional associations, or other agencies

c. Shares ideas, knowledge, resources, and talents with others in the profession

D. Carries out a systematic schedule of activities and events which provide for professional self-development

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